

# Courier

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SCIENTIFIC AND CULTURAL ORGANIZATION



*"Though we may not realize it, we move forward like ships in convoy, at the speed of the slowest..."*

**SEMINAR AT MYSORE**  
To attack the problems related to the education of Asia's rural peoples, education experts from 15 countries are attending a Seminar on Rural Adult Education for Community Action, at Mysore, India. For a report on this Seminar, which has been organized by the Indian Government and Unesco, see pages 6 and 7.



# FOLK ARTS IN THE PATH OF CIVILIZATION

By Dr Alfred METRAUX



Statue of King Gezo of Dahomey, French West Africa, who during his reign (1818-1858) raised his kingdom to the height of its power and prosperity, thus providing a favourable stimulus for the native arts. (Musée de l'Homme Collection, Paris.)

peoples have eagerly adopted, facilitate labour output, but have a disastrous effect upon the beauty of form and perfection of workmanship that characterized the old-time products.

One of the commonest reasons for the abandoning of folk arts is bound up with the psychological factor, commonly known as "the inferiority complex". Many communities tend to look upon the practice of traditional popular arts as something derogatory which ranks them with a backward or barbarous people. On this point the Expert Committee found much supporting evidence. All over the world, peoples who are beginning to absorb the customs and practices of our civilization, are rejecting aesthetic expressions, of which they were very proud a few years ago. One example is Haiti, where Voodoo songs and dances are banned by the educated classes and condemned as relics of barbarism. These are disappearing as the working class adopts the same ideas. Those who wish to preserve an artistic tradition must therefore try to dispel this sense of inferiority and convince those who still cultivate folk arts that there are many forms of beauty. Moreover, they must be shown that they will be esteemed rather than despised for maintaining their traditions.

Unfortunately, such appeals alone are not enough to preserve the popular arts intact. As the living expressions of cultures, they represent a "living and changing reality". To try to maintain them in their existing state, when culture is changing would be to resist the will of a community and therefore to condemn arts to an artificial and sterile archaism. An example of this very real danger was the pressure brought to bear on the Indian tribes in America to adhere to ancient forms and motifs. This led to a shoddy art, devoid of all vigour or interest. When the conditions which favoured the flowering of

artistic creation disappear, it is foolish to perpetuate its memory.

In this connection, the Committee of Experts rightly emphasized "that the attitude towards popular art must not be that of the archaeologist concerned with the preservation of the past, but rather that of a sociologist who records the changing forms of a social state and tries to look into the future".

Nevertheless, it would be a mistake to abandon all interest in the fate of the popular arts on the plea of avoiding misguided interference. Facing new conditions, the producers of works of art need help. They work for a different public nowadays and have to satisfy different tastes. They therefore need to be informed about the demands of their new customers and to be protected against exploitation. All too often, an art that was once vigorous degenerates in pandering to the bad taste of buyers. In such cases the public must be made to understand and appreciate other forms than those to which they are accustomed. There is an unfortunate prejudice in favour of grading the arts, and as a result they are automatically esteemed according to the category in which they are arbitrarily placed.

## Why Preserve Folk Arts?

SOME people may ask, what is the practical value of assuring the survival of folk arts which are bound to go down before the advance of industrialization? Others will question the possibility of Unesco being able to do anything to arrest this movement.

There are several answers to these questions and objections. In the first

a factor in social cohesion. Their disappearance is responsible for much of the weakness and demoralization to be found in many native tribes.

Very often the practice of folk arts has an economic aspect of some importance. Many non-industrialized peoples cannot afford the products which would improve their living conditions. The popular arts can very directly contribute towards raising the standard of life in many communities. The recent history of the Navaho Indians is a good instance of this factor. The revival and development of goldsmith's work and weaving among these people helped to restore their collapsing economic situation. Such a result, however, calls for a careful study of the local or foreign market possibilities, for all too often, efforts and enthusiasm have been raised, only to be eventually frustrated and disappointed.

What can Unesco do to preserve the artistic inheritance of the many communities whose ways of life are now being transformed? The International Institute of Intellectual Co-operation asked itself the same question and carried out a large-scale enquiry into the problem. The solution of the immediate problem lies, of course, with each country, but Unesco can do something to guide individual efforts. As a start, it can compile a "balance sheet" of existing popular arts in the world. The fundamental educational campaigns initiated by Unesco will devote much attention to popular artistic activities and will use them to bring the message and purposes of fundamental education to underprivileged peoples.

## Freedom of Artist Primary Condition

THE Committee of Experts also recommended that an appeal be made to certain specialists in this field to combine in book form their respective studies of particular problems.

The Committee said in its report that "regard for the present must be accompanied by a wish to preserve the memory of artistic expressions in process of disappearance". Many communities today despise their arts, but the day will come when they will cherish their past and regret the loss of these works. It is, therefore, the duty of those who realize the value of these traditions to save them.

One of the most striking aspects of the meeting of international experts was the unanimity with which they condemned all "dictatorship" in art. Proclaiming the need for the freedom of the artist, of whatever race or level of culture, the experts protested against the tendency in some quarters to give the arts too much protection, since, in their opinion, a "style that enjoys too much outside protection becomes sterile and disappears".



A bronze head from Benin, capital of what was once one of the most highly organized states on the West African coast. The people of Benin, who first had contact with Europeans at the end of the 15th century, possessed a culture rare among native races. (Charles Ratton Collection, Paris.)



These carved heads from the Solomon Islands reflect the influence of "secret societies", which exist in all parts of Melanesia. Such carvings have been developed from the masks which are widely used in the rites of these societies. (Musée de l'Homme Collection, Paris.)

place the preservation of folk arts — the products of various cultures — is needed in order to avoid the frightening uniformity that is growing in the world. The industrial civilization of today with its great capacity for expansion, gains ground every year, and everywhere imposes identical habits, needs and tastes. If there is no reaction against this universal standardization, the sources of fresh inspiration will run dry, for cultures are renewed by contact with and borrowings from other cultures.

## Economic Recovery of Navaho Indians

NO culture, however complex and brilliant, can embody all man's potentialities. Each of them specializes in one or more fields, which it endeavours to bring to perfection. A single culture embracing the whole universe would lose the benefit of the diverse efforts which each culture makes for its own needs.

There are other, though less important, reasons for preserving the popular arts. They express a community's cultural personality, and are often



This carved stool is another example of the popular arts which flourished in Dahomey, especially during the period of the hierarchical monarchy. (Musée de l'Homme Collection, Paris.)



Carved Indian pipes from British Columbia. (Musée de l'Homme Collection, Paris.)

POPULAR Arts, a term which includes not only the collective expressions of those civilizations having a conscious and personal "Art", but also the artistic expressions of so-called primitive cultures, are being abandoned in many parts of the world today.

The seriousness of this decay and neglect has been realized in many countries where efforts are being made to stimulate both their preservation and development.

Unesco itself cannot afford to ignore the danger threatening these folk arts, in a world which seems to be heading towards uniformity, and recently, it called a meeting of experts at Unesco House, to discuss what contribution it could make to this work of preservation and development.

Unesco also has a special interest in this question through one of its main activities, fundamental education, whose object is the raising of living standards in economically backward countries.

But the peoples who most need aid are often those among whom the popular arts continue to flourish, and thus, the very success of a fundamental education project may endanger a whole artistic tradition, bound up with customs and beliefs that are doomed to disappear. In a very large number of civilizations the traditional arts are rapidly dying out, for where industrialism has taken firm root, standardized and cheap output destroys craftsmanship.

With too many new needs to be satisfied, people are no longer able to attach the same value as formerly to articles whose manufacture calls for patient workmanship. Big industry, by removing men from their native soil, has in its turn helped to destroy their taste for objects and amusements characteristic of their place of origin; social levelling and the popularization of culture have also greatly contributed to the decay and neglect of the popular arts.

## Danger of Community "Inferiority Complex"

IN far-off countries where arts of high quality survived, the decline of popular arts inevitably resulted from those countries coming into contact with our own civilization. These arts were the fruit of a specific culture and met particular needs. Where they were associated with religion, for example, they disappeared along with belief in the ancient deities. Modern techniques, which foreign

# PRESERVING CULTURAL VALUES IN A CHANGING WORLD

by  
Jean-Jacques MAYOUX

**W**hat can Unesco do to help preserve the authentic values of local cultures while at the same time working for their integration into a world civilization? Seeking the answers to this important problem, a committee of experts from ten countries met in Unesco House, last month, and examined the results of an enquiry undertaken by Unesco into the comparative study of cultures.

From this enquiry, which began in 1948, Unesco received over 80 replies from distinguished scholars and humanists in all parts of the world.

In a combined report, issued at the close of its meeting, the committee of experts laid special emphasis on the situation of peoples who have recently acquired their independence, such as the Philippines, India, Pakistan, Burma and Israel, and of those that are rapidly moving towards autonomy and self-government.

The committee recommended that Unesco should make available to these peoples the educational and scientific techniques and materials they need. "Unesco" it added, "should also assist these peoples to study and understand their own pasts, to preserve the monuments of their ancestral achievements, and to spread the knowledge of and respect for, their cultures among the peoples of the world".

In the following article, M. Jean-Jacques Mayoux, former Director of the Institute for Intellectual Co-operation, who has been carrying out Unesco's enquiry on the inter-relation of cultures, describes the scope of this work and the use which can be made of its results.

**I**n no other field of its activities is Unesco faced with so many inherent difficulties as in that of culture.

On the one hand, it comes up against cultural diversity, as old as the world, reinforced by the clan mentality and all the herd instincts which still survive in us. Taking shape in different languages and different attitudes of mind, this diversity prevents communication, encourages misunderstandings and delays friendly contact between the peoples.

On the other hand, we see the tremendous levelling and standardizing forces of the Western technical civilization, which are at present penetrating and destroying traditional and more or less static civilizations throughout the world, some of which had remained at a very primitive stage. Peoples who had progressed little beyond Homeric times now hear wireless broadcasts, see aeroplanes passing overhead and find the machine age all about them. They find, or think, themselves despised, and begin to develop a scorn of their own ways. They become ashamed, and quickly acquire an inferiority complex.

## Dressing Up in Western Garb

**A**s soon as possible, they take on the veneer of what others have taught them to call civilization, and indiscriminately discard their own past, their textile crafts, their dances and their arts — the good with the bad. They consider a future — our Western future — of radical change to be their right, and we cannot convince them how great are the merits of the culture they are losing. They would simply think that we were trying to prevent them from acquiring what they lack.

Not only does this entail the loss of a great store of irreplaceable treasures for the people concerned and for humanity as a whole, but it also affects international understanding, which is certainly not encouraged by the new state of affairs. The loss or surrender of an ancient culture — even when the surrender is « voluntary » and the result of a free but ill-advised choice — entails, at the very least, the upsetting of a delicate balance, which contains the seeds of many future tensions.

How can an international organization like Unesco intervene in this field, in which the pace of these dangerous changes is steadily increasing? Unesco's Constitution requires it to "preserve diversity", and on a strict interpretation, that would mean refraining from all interchange. The prestige of the West is likely to result in the dressing up of the whole

world — physically, intellectually and morally — in Western garb, and it is not only our love of the picturesque which will suffer should this happen.

To refrain from action is not a solution; the real need and the true international duty is to prepare and contrive exchanges in such a way as to strengthen instead of destroy the humbler or, rather, "humiliated" cultures, making them richer and at the same time helping them to enrich their neighbours. We have to think, both of the smallest parts and of the world as a whole. It is not isolation, but co-ordination and relation to the whole, that provides the best hope for the different elements.

First of all, we may regard what is most characteristic of each civilization as a part of the common heritage of mankind, to be preserved in the archives of knowledge even if, for a time or for ever, it must cease to be a part of daily life. Countless teams of research workers will then have to labour, in every corner of the world, to seek out what is past, or note down what is passing — all the peoples' symbols of expression, from carved stones to the technical vocabularies of today. The present division of mankind into nations, with unequal resources, not always corresponding to their responsibilities, does nothing to assist the systematic and exhaustive collection or the study of the results.

In this field, at the moment, Unesco is the harbinger of the universal conscience of the world of tomorrow, whose heritage it is preparing. Already, Unesco has been in touch with students of Africa and America and is soon to bring them into contact with other students of the South Sea Islands and the great Republics of Asia, in order to decide, with them, on the means of preserving the "treasure" of the various civilizations.

## Common Destiny of all Peoples

**T**he preservation of that treasure is a task for a museum, a museum which must be everywhere, and for which Unesco is already collecting material of every sort — written documents, photographic archives, recordings — and which must be circulated widely among men. In addition to scientific exhibits and those tremendous monuments of human endeavour whose collection is urgently necessary, provision must be made for a

comprehensive and constructive display, in which there must be no hesitation to emphasize the common destiny of all ages, all peoples and all civilizations.

Unesco is planning a *Scientific and Cultural History of Mankind* for the express purpose of tracing and bringing to light the complex structures of that continuing process of creation, in which all countries have taken part, by which man has, in the practical field, transformed his environment and the conditions in which he lives and, in the realm of the mind or the spirit, his understanding of himself and of the universe.

## Influence on Western Culture

**T**HERE are obvious instances: our science is of Arab as well as Greek origin, many of our technical methods are derived from China, our agriculture owes much to the American Indians, our religious or philosophical thought is imbued with the influences of the East, and our arts have drawn fresh inspiration from contact with Africa. We have to investigate these instances and restore their full significance and value to these forms of culture. We have to be acquainted with them in order to recognize them.

*Borrowing must no longer be theft.* If the West borrows its form of expression from Negro art, it must not be ignorant of the Negro civilization on which those forms depend; in this way all the non-western peoples will regain confidence, first of all in others and then, and above all, in themselves.

In this preliminary survey, we have asked a few civilizations to tell us about themselves: India, Japan and Africa (represented by its white friends). We have tried to add to this picture of the older civilization another of some new and still developing cultures which we believe we have found in Latin America. Needless to say, none of the writings we have collected upsets the commonly accepted ideas, by showing us an India, for example, enjoying high technical development or a China concentrating on efficiency.

But I do not think anyone will remain unaffected by such works as Zavala's description of Mexican civilization and the way the country has reconciled the Indian elements with its Spanish structure; Romero's analysis of the state of philosophy in Latin America and the difficulty it has in rising above the level of teaching; the picture given by Atroya and Raju of the essential humanity of the Indian civilization; Shih Hsiang Chen's absorbing analysis of the Chinese idea of literature or the

painful complexes revealed by our Indonesian and Japanese contributors.

## Victims of History

**I** SHALL stop at this last question of complexes. Among civilizations, there are some which are constantly denied appreciation and finally abandon their own values. There are victims of history, and there are those who are "never understood". There have been misunderstandings between Islam and the West, between Islam and India, between the West and the East as a whole, between those who call themselves "civilized" and those who are described as "primitive".

In asking for these subjective accounts of cultures, we have tried to bring to light both hopes and dangers. It is probable that a collection of the best of these essays, presenting the most diverse of these cultures side by side will be published. Experts from ten countries in four continents meeting in Unesco House have not discussed academic problems, but what form of action should be taken throughout the world, either by Unesco, or under its guidance, for the furtherance of the priceless variety of cultures and the vital unity of civilization.

# Index Translationum

A "BIBLE" FOR PUBLISHERS,  
WRITERS AND TRANSLATORS

**T**HE International Bibliography of Translations, which Unesco has prepared for early publication, is, in its quiet way, one of the most curious and interesting compilations which the Department of Cultural Affairs has produced so far. Thirty countries, covering nearly every part of the globe, are represented in this report on the status of translations covering the year 1948, and among the 8,500 single items included can be found documents translated into at least twenty tongues from more than 55 languages.

What are these documents, exactly? They cover writings on the whole range of human activity from midwifery (a translation into Swahili from Luganda) to the Tibetan Book of the Dead (from Tibetan, via English, into German). There are books on children and for children, the rarest classics from ancient India, Greece and the Arabic lands, philosophical and religious works of all ages, histories and mathematical treatises, biographies and books of travel, political manifestos — books from many lands and from all times up to the best-sellers of yesterday.

## From Arabian Nights to Dostoevski

**I**N the compilation of the Index Translationum Unesco has had the assistance of librarians, publishers, educational institutions and individuals in many parts of the world. The result is a cross-section of those books, great and small, which have been able, through translation, to retell a tale, or restate a scientific truth or raise points still valid for discussion and argument, beyond the boundaries of their original linguistic area. The Arabian Nights, the fairy-tales of Hans Christian Andersen and the Brothers Grimm, the novels of Dostoevski and Dickens, the sonnets of Louise Labé and of Michelangelo can stir the minds of readers in regions far removed from those where they first came into being.

For a number of reasons it is important that such a report be made regularly and over a wide area. In the first place, the United Nations, both in its General Assembly and in its Economic and Social Council, has expressed its strong belief in translations as a valuable force for understanding among different peoples; whether among peoples of different nationalities, or for those speaking different languages within one nation's boundaries.

Unesco, which was given responsibility for encouraging translations, has already taken steps to increase both the quality and the quantity of translations, so that it will eventually be possible to see where serious gaps exist and what efforts can be made to fill such gaps. With the aid of the Index Translationum, publishers will be able to gain an insight into the kinds of books which are being translated in various parts of the world, translators can

gauge the potential field of their endeavours, and writers will see where their books are finding readers beyond their own frontiers.

## China, India, Soviet Union still missing

**T**HE idea of an International Bibliography of Translations was first carried into effect in the days of the League of Nations' Institute of Intellectual Co-operation, when, from 1932 to 1940, a quarterly bulletin at first listed the translations published in six countries and by the time its last issue appeared, in fourteen countries. Unesco has had the advantage of being able to reach a greater number of countries, through its Member-States and their National Commissions, and has also been able to cover, more or less completely, the published translations of several countries not members of Unesco.

Thirty countries (of which four reported that no translations had been published in 1948) represent, nevertheless, only a small proportion of all those which are actively engaged in making translations and distributing them within their boundaries. Three of the largest countries in the world, with vastly complicated problems of translation, and to the best of our knowledge, with highly developed programmes for solving those problems, are not yet represented in the Index: these three are China, India and the Soviet Union. In its form, the Index Translationum comprises, in reality, four indexes: the main body of the work is divided first into the national bibliographies of the different countries represented. Each country's bibliography is divided according to the ten general categories of the Universal Decimal Classification system, a useful aid to one who is searching for works in a specific field, since the works in each category are arranged by alphabetical order of authors. At the end will be found cross-indexes of authors, translators and publishers in alphabetical order.

It is Unesco's goal to be able to include for each work listed, complete information concerning the published translation and in addition, to give full details of the original edition. In a few cases, the original edition has been fully described, but in all too many cases there has been no means of supplying all the desired information.

It is expected that before the end of 1949 the first volume of the Index Translationum will have made its appearance — the first volume, that is, of the new series — and work has already begun on the second volume, which will record the translations published in 1949. There are already signs that the second issue will be more comprehensive than the first, and it cannot but benefit from a wider geographical coverage and from the example of the initial volume.

# WAR BROKE FABRIC BUT NOT THE SPIRIT OF RENNES UNIVERSITY

SINCE August 1944, when Rennes University was severely damaged during the liberation of Brittany, its faculty and students have been living up to the University's motto "Heaven Helps Those Who Help Themselves".

The only institution of its kind in the region, Rennes University serves seven north-west departments of France, comprising an area as large as Belgium. It was therefore a severe blow to French scientific education when the Nazis blew up a bridge facing its modern science faculty, devastating the physics, chemistry, zoology and botany sections.

Since then, the students have been working under almost unbelievable conditions: carrying out chemistry and physics experiments in cellars and former air-raid shelters and pursuing medical studies in the open air, or, when it rained, in the central heating boiler house for that, at least, had a roof.

Although reconstruction measures provided the place for them to work, the students and professors still needed the means, in the form of scientific equipment. Now, through a Unesco grant of \$ 7,000, the Faculty of Science at Rennes is being equipped to carry on its teaching and research activities.

## Evidence of Mankind's Solidarity

THIS grant brings to almost \$95,000 the amount which Unesco has spent to help in equipping scientific laboratories in eleven countries, since the beginning of 1949.

It was to pay tribute to Rennes and, at the same time, to all other universities that suffered during the war, that M. Torres Bodet, Director-General of Unesco, visited the University, on November 19th, to attend the formal re-opening of the academic year.

At the re-opening ceremony, held in the Rennes City Hall, M. Torres Bodet told the

faculty and students: "The international conflicts of the 20th century have cruelly affected the academic world. In many countries intellectual leaders have been persecuted and educational systems deliberately destroyed. The aggressor seemed to be trying to enslave the nations by reducing them to the status of forced labour camps for illiterates. Knowledge and freedom go hand in hand and Universities, particularly in France, proved that afresh by becoming centres of resistance.

"I am filled with admiration for many countries which, like your own, have been impoverished by war and enemy occupation and, set free, have undertaken courageously and confidently the rebuilding of their ruins", he added.

Unesco was doing all it could to help in this

By

Gerda FRIEDMANN

(UNESCO NATURAL SCIENCES DEPT.)

reconstruction and had spent 1,533,000 dollars on the work in the three years from 1947 to 1949; that represented 7% of its total budget.

"What does all this represent?" asked M. Torres Bodet. "These gifts are, in fact more than material aid and cannot be measured solely in terms of dollars or of equipment supplied. They are evidence that the intellectual and moral solidarity of mankind has not been finally destroyed, and that it is still possible, by restoring it to conscious activity to reassemble the broken fragments. Our modest contribution to repairing war damage is only a single stage in the building of a new world."

M. Torres Bodet referred to another vital step in the building of a new world when he spoke of the United Nations Technical Assistance Plan "for countries whose progress has been retarded because of historical or geographical reasons".

"The unanimous vote on November 16, by the General Assembly of the United Nations on the scheme worked out by the Economic and Social Council, in collaboration with the Specialized Agencies, is in many respects one of the outstanding events of our century," he said. "It is a long time since a proposal of such far-reaching importance has been given the unanimous support of the United Nations.

"The Plan is based on three essential principles. Assistance will be granted only at the request of interested governments, to the extent and under conditions to be laid down by themselves.

## Main Purpose of U. N. Aid Plan

"Its main object will be to help the underprivileged countries applying for assistance to 'strengthen their national economies through the development of their industries and agriculture, with a view to promoting their economic and political independence in the spirit, of the Charter of the United Nations, and to ensure the attainment of higher levels of economic and social welfare for their entire populations'".

"Unesco," said M. Torres Bodet, "is helping to confirm the unity of reason and the identity of the laws governing the life of the mind, by taking part in this scheme of the United Nations, after preparation, and by the practical implementation of its own programme".

"It will be realized," said M. Torres Bodet, "that reconstruction is not a finite process and that it naturally makes way for construction, through which we hope, a better world will emerge bound together by closer feelings of brotherhood."

"Such is the fabric of intellectual relations and material services which Unesco is patiently weaving from country to country... so that every individual and every community may grasp the true unity of the world in which they live."

# SPREADING SCIENCE THROUGHOUT THE WORLD

## China's Engineer Students Get New Equipment

AT the end of the war, in the Far East, the United Nations Relief and Rehabilitation Administration (UNRRA) initiated a programme for helping engineering education in China, small indeed in comparison with UNRRA's other undertakings, but large in relation to funds normally available for providing engineering college equipment in underdeveloped countries.

The programme involved the purchase of \$2,000,000 worth of machinery amounting to some 720 tons, for engineering teaching and its despatch to China. It was at Unesco's Mexico City General Conference in 1947 that the request came from UNRRA for Unesco to complete the programme, at which time about 85 per cent of the equipment had already reached China.

Allocations were made to about 35 Chinese Universities and technical colleges, including some very well-known ones, such as Tangshan College, and other institutions depending on the Ministry of Communications, which have trained several generations of Chinese engineers. The average value of the equipment allotted to each college was some \$70,000, and, in many cases, this amounted to three or four times the

value of the total equipment previously in use.

During 1948, the work of distribution went ahead, the expenses of installation being met from other UNRRA funds remaining in the country. By August 1948, 370 tons had been despatched to the recipient colleges, and by February 1949 only 130 tons remained for distribution.

The politically disturbed state of the country then began to interfere with the programme, and some 80 tons have been stored temporarily in Taiwan (Formosa). But these quantities amount to less than 15 per cent of the whole. Within recent weeks, the remainder of the equipment has been installed.

## Winged Victory Award for Science Writers

"CLEAR and effective science writing will develop a constantly increasing public which will know and understand not only current advances in science but will habitually share in the intellectual integrities and habits of mind of scientists. Only out of a population having such qualities can a successful and enduring civilization be developed."

This was how Dr. Moulton defined the important task of science writers, when in 1946, he announced the establishment of the George Westinghouse Science Writing Awards, described in the Unesco report, "Science Writing Awards in the USA", by Borge Michelsen.

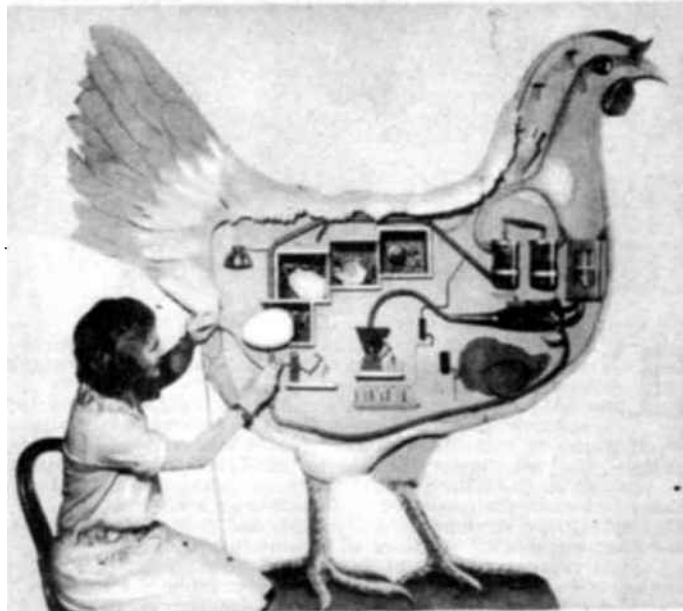
Now, it is announced that the Americans have instituted a new prize for science writing — two Awards for journalism in the field of medical research and public health established by the Albert and Mary Lasker Foundation. The purpose of these Awards is to encourage the writing and publication in general newspapers and magazines of outstanding articles on the improvement of public health and the prolongation of life, especially through medical research and public health programmes.

The Awards will be \$500 each and a statuette of the Winged Victory of Samothrace.

The Lasker Awards for 1949 will be administered by the Nieman Foundation for Journalism, 44 Holyoke House, Cambridge 38, Massachusetts, and the entries will be judged by a jury of eminent journalists, doctors and non-professional persons.

## Unesco Science Essay Contest in Philippines

A Philippines national essay contest, under the sponsorship of Unesco, has been started by Dr. William J. Ellis, Director of Unesco's Field Co-operation Office in Manila. The title of the essay is "How,



Which came first, the chicken or the egg? This giant hen shown at agricultural exhibitions in the United States cannot answer this time-honoured question, but it does explain how it lays eggs. By means of a recording during its egg-laying demonstrations, it also tells how much grain, mash, greens and mineral salts it requires.

in your opinion, can science and its application assist in the development of the Philippines?" Entrants, who must be undergraduate members of any university or school within the Philippines, are advised to take into account the over-all needs of their country and then to assess how best the resources of science and technology can be used.

There are to be two prizes, the first of 100 pesos and the second of 50 pesos. This money is to be used for the purchase of books.

## Growth of Science Clubs in India

"I hold the unconquerable belief that Science and Peace will triumph over Ignorance and War, that Nations will come together — not to destroy — but to construct — and that the future belongs to those who accomplish most for humanity."

Science Clubs in India have taken these famous words of Louis Pasteur as their motto. Since 1944, when there was only

one Indian Science Club, the movement has been steadily growing, helped through the interest shown by Ministers of Education in various provinces.

By the end of 1945, 50 Science Clubs had been formed in Indian High Schools, and by 1947 they numbered 310. In 1948, there were 340, and today it is estimated that there are about 400.

Are there any other countries (apart from the USA, where there are 16,000 Science Clubs, at the present time) with as many Science Clubs?

## U.N. DAY

The United Nations Association of Great Britain (UNA) distributed over 250,000 pamphlets, posters, leaflets, films, film-strips and other material for the celebration of United Nations Day in Britain, on October 24.

UNA also held several hundred meetings, discussions and film shows and obtained messages from the Prime Minister, and from Mr Churchill and Lady Violet Bonham Carter which were widely publicized.

## FIELD SCIENCE OFFICE IN ISTANBUL

A branch office of the Unesco Middle-East Science Co-operation Office in Cairo is to be opened at Istanbul, Turkey, this month.

The regional scientific adviser is Professor Ratip Berker, Istanbul Teknik Universitesi, Gumussuyu, Istanbul.

Since Unesco opened its Middle-East Science Co-operation Office, many enquiries have been coming in from Turkey. In future, these will be handled directly by the new branch office.

# MIYSO

## FOR AN

this trend has led to a desire and will to assist the cover themselves, the main action being centred rot of Adult and Fundamental Education.

Now, all over Asia, enthusiastic and devoted avor with limited means, improvised techniques, and, in th difficulties, to bring education, or "uplift" as it is Asia, to the rural areas.

### Literacy from Humanity's View

**T**HAT is why Unesco's undertaking to hold a S Adult Education at Mysore from November 2 u was hailed with deep satisfaction by all Asian

To this first Asian Seminar, plans for which w Unesco's Third General Conference in Beirut last, experienced adult education experts, armed with th through achievements, and failures, in practical exp out in other so-called "backward" areas of the wor

The 30 delegates, representing 15 countries, v together at Mysore include energetic Barbara McLac who arrived fresh from her work among the Papuan and veteran adult education leader Spencer Hatch, time's experience of work in India, Mexico and Cost

Among the Asian educators are amiable U Tin Dirgharaj Kourala, who travelled several days on ho native Nepal, to reach the train which brought him

The advisers sent by Unesco include Dr Frede Division of Fundamental Education, who helped Fundamental Education Pilot Project in the Marbia and who more recently took part in the Unesco Sem in the Americas, at Quitandinha, Brazil and Dr Director of the Institute of Educational Research of Puerto Rico.

Twelve of the 14 observers at the Seminar are fr the remaining two being from the World Health the International Labour Office.

Since the Seminar was inaugurated by India's E

### WHILE THE THE WHOLE

**"F**ROM the cave-dwellers to modern has tried to hand on to its succes life less cruel, a civilization nobler Mahatma Gandhi so well said 'all right served come from duty well done. T accrues to us only when we do the duty

"Too much has been said in the twe of enlightenment and zones of cprkne backward areas. Humanity is one. Sc backward area, the whole earth will be there is a single culturally dark zone, cultural darkness. In fact, though we r forward like ships in convoy, at the spee



From the day of their birth, the women of many Asian countries are regarded as "inferior beings", for a greater premium is usually put on male children. And yet, despite the hard lives they lead, they retain, as this photo shows, an innate grace and dignity. But, if the people of Asia are to be stirred to self-help, women must have a new place in life, for adult education is needed in homes as well as in the fields and literacy classes.

**T**WELVE miles north of the city of Mysore in Southern India, are the celebrated Brindavan Gardens, whose bright, orange-coloured flowers, red blossomed trees, canals and artificial lakes attract visitors from all parts of India and from abroad.

At night, these enormous gardens are illuminated, and the cascades of water, floodlit in all the colours of the rainbow, produce a magnificent and unreal effect—like an endless display of fireworks against the black Indian night. A group of some 50 men and women who arrived early last month at the Hotel Krishnarajasagar, which overlooks the gardens, had not, however, come to Brindavan to admire this beauty.

As delegates to the Seminar on Rural Adult Education for Community Action, organized by the Indian Government on Unesco's behalf, their interest was centred on a different kind of spectacle common to many of the nearby villages: a picture of people living wretchedly in overcrowded huts, alongside their cattle, goats and fowls, without proper sanitation and under the ever threatening shadows of famine and disease.

Such villages, as well as the breathtaking beauty of Brindavan Gardens, mirror the real India and bring into stark relief the age-old problems of ignorance, poverty, famine and disease.

These Indian villages are described in that great work "The Discovery of India", in which Prime Minister Jawaharlal Nehru, relates how the intellectuals and political leaders of his generation found their way back to the villages.

He wrote: "It was a disturbing sight, not only because of its stark misery and the magnitude of its problems, but because it began to upset some of our values and conclusions".

The same process has been going on all over Asia, and has led to a sharpened sense of community responsibilities and a changing of values. Because the villages are the real Asia. But, Nehru and others who re-discovered their countries and countrymen also found a rich cultural and ethical tradition.

There is a deep connection between the re-discovery of the villages and the arising of a new Asia which we see to-day; and



The Indian death rate is high—30 per thousand—and their first year. Yet India's health problems are no will be needed by the devoted men and women who ar show mothers how to care for their children and ex



More than half the people in the world live in Asia or as did their forebears centuries ago, millions of huma living and freedom from want, can help to change th must be shown the need for personal hygiene (above



The Rural Education Seminar is being held in the Hotel Krishnarajasagar, (above) which overlooks the magnificent gardens of Brindavan. The effect of this beautiful setting is heightened by the contrasting poverty and squalor of nearby villages visited by delegates.

### INDIA'S GIGANTIC ILLITERACY PROBLEM

**I**NDIA'S Minister of Education, Maulana Abul Azad, inaugurating the Seminar on « Rural Adult Education for Community Action », at Mysore, stated that out of India's 180 adults only 17 millions can read and write.

This means that in spite of what has been done in the last decades, India's illiterate adult population numbers 153 millions, or more than 90%. The percentages and figures vary from country to country and from province to province in Asia, but there is no doubt the majority of illiterates in the world — fifty percent of its population — live in Asia.

Maulana Azad told the Seminar: "We are considering in India the possibility of using the basic school teacher for our programme of Social Education. We are also examining a proposal to use some kind of social conscription by which all educated persons will be required to contribute to this national service for a specified period. If all students after matriculation are compelled to teach for even six months this would, of course, go some way toward finding the solution."

# RURAL : A NEW HOPE

## OLD CONTINENT

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Maulana Azad, on November 2, leaders and delegates have clearly indicated the practical lines on which they will work.

There is, however, no confusion in the minds of those working near Mysore on the difference between literacy and education.

The Right Hon. Pin Malakul, Thailand's Under Secretary for Education, and Director of the Seminar, stressed this at the opening of the Seminar when he said: "We as educators must look at it (literacy) from humanity's point of view. What is needed most is education, and literacy is just a medium through which this can be realized. A man is not better off if he is just able to read and make some scribbling that goes for his name, if he still has to live in abject misery. Adult education is concerned with healthy living, the means of living, social contacts and culture. The concerns of the Seminar will therefore be wider in scope than mere literacy".

Adult fundamental education problems are directly linked with those of health, economics, nourishment and standards of life.

In a broadcast from the Seminar, Professor Humayun Kabir, Joint Secretary, Indian Ministry of Education, gave this definition of fundamental education for adults:

*"It must be the education of free man in a free society and not merely a course in literacy. It must liquidate the problem of illiteracy, help the people to improve their living standards, through reform in the forms and customs of family life. It must bring to them new techniques in old crafts and introduce new crafts and skills so that their economic standards are raised. It must inculcate in them a sense of citizenship and community living."*

### An Avenue Named Unesco

UNESCO and the Indian Government have called the Mysore Seminar in order to provide educational leaders from Asia and elsewhere in the world with the opportunity to give content and practical shape to this definition.

Reports which each national delegation has prepared on the state and progress of rural adult education in its own country are of immense value and together form what is probably the first comprehensive survey of fundamental education in Asia's rural areas.



At a Hindu temple near Mysore, Dr. Spencer Hatch, a veteran education worker and leader of the Seminar group working on economic questions, examines some of the intricate stone carvings. With Dr. Hatch is his daughter, an orientalist from Columbia University.

But these reports only constitute a background for the work of the Seminar which is organized in four working groups, each having carefully planned objectives and scope for studies. In each group experiences are pooled so as to find the most efficient means of tackling the particular problems under discussion.

The early days of the Seminar were taken up with general meetings, visits, lectures and development of the general "get-together" spirit which must accompany an experience in "international living", such as a Unesco Seminar.

Vidyapeeth, a people's college for training in rural leadership, modelled on the Scandinavian folk high schools, was also visited. Vidyapeeth is probably the only college in the world with a road called Unesco Avenue. During their visit, delegates from each country planted young palm trees along the main avenue leading to the college, as Indian officials, in the presence of villagers from the whole district, named it in honour of Unesco.

Vidyapeeth gave the Seminar an encouraging example for the opening of its work. It showed the immensity of the problem, and the devotion, despite meagre means, with which it is being tackled.

## HERE IS ONE BACKWARD AREA THE EARTH WILL BE BACKWARD

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"Two thirds of the human race live in fear of enslavement—enslavement by ignorance. Wherever any man suffers, there all humanity suffers. Convinced of this undeniable truth, you have met together to fight against illiteracy in a land which breathes the spirit of good. India offers a vast field for international co-operation. Not in vain did one of her finest poets write in the twilight of his days these unforgettable lines: "For the good of mankind and for full spiritual growth, we must devote ourselves to the cause of the spiritual unity of man."

Jaime Torres Bodet, Director-General of Unesco, in a message to the Mysore Seminar on Rural Adult Education for Community Action.

### Seminar Learns from the Army

THE problems which the members of the Seminar have seen in the villages around Brindavan Gardens are not problems for any one specialist: they must be attacked by a team. This has been realized in the setting up of the four working parties, whose very names indicate the close relationship between modern literacy teaching and the welfare of peoples.

The first group, under the chairmanship of Dr. Mohamed Salim, of Iraq, began its studies of literacy and adult education, with discussions on the definition and purpose of literacy. The problem of literacy is a very real one for the participating countries. They have all initiated ambitious literacy drives, sometimes on the lines of the "each on each one" method, sometimes through evening classes, often in the open air, or anywhere the teachers can find an audience.

The whole Seminar, but, in particular this first group, has been greatly helped through an exhibition arranged by the Mysore State Adult Education Council. The excellent material sent to the exhibition by Indian States and provinces, included detailed statistics on illiteracy in relation to density of population. Graphs showing plans for the next five years and samples of books and pamphlets prepared for newly literate people were also displayed.

The first group which studies various literacy teaching techniques was also able to see a demonstration and hear lectures on fundamental education work in the Indian Army.

About 80 % of all new recruits are now being made literate through the simple, efficient teaching given in all units.

In view of the available financial resources—two annas (about 5 cents) per man, each month, is provided by the Army Education Budget—the results obtained are remarkable.

### All Asia's Problems at "Tiger's Pond"

CHAIRMAN of Group 2, which is studying health and home life problems in rural areas, is Professor S.Y. Chu, of the China Mass Education Movement. Professor Chu, who has represented China at two of Unesco's General Conferences, brings with him experience gained during 25 years work with the Mass Education Movement.

Group 3, which is concerned with the economic aspects of rural adult education, is led by Dr. Spencer Hatch, of the Inter-American Institute of Agricultural Sciences. Dr. Hatch's group is studying ways of improving agriculture in Asian countries, the development of rural and home industries, the raising of housing and equipment standards, and the teaching of basic economics.

Jovial Professor A.N. Basu, of Calcutta University, who attended Unesco's first Seminar at Sevres, near Paris in 1947, is directing the studies of the fourth group into social and citizenship aspects of rural education.

Should they need a physical reminder of the problems they are discussing, the members of the Seminar have many "living laboratories" close at hand. When some of them visited the little village of Hulikere, which means "Tiger's Pond", about a mile away from their meeting place, these problems suddenly became dramatically alive.

In this village of 600 people, life has not changed for centuries. Roads and homes are filthy, cattle and human beings are housed together; the farming tools are primitive and each man works for himself and his family and not for the community. There is no water in the village, and soil erosion has ruined most of the land. Sanitation, medical care, personal hygiene are practically unknown. The school is a windowless mud-hut. This village is one of the more backward ones, but it is far from being an isolated case.

One of the Indian delegates, Shri Aryanayam, who has worked closely with both Tagore and Mahatma Gandhi, called the village leader and council together and talked to them.

"Clear the dirt from your roads, homes and lives", he said. "I am ashamed of you. You have a school that is not fit for cattle to live in. I worked with the Mahatma and was with him when he decided to settle down in the most backward of all villages. Gandhi chose that village because he said if he could accomplish something there he could do anything. But you too must do something for yourselves. Build a new school, keep your village and homes clean. Then you will live a happier life."

The sight of this village and others like it has impressed the members of the Seminar with a sense of urgency and impatience and a feeling that they are fighting against time, fighting for the millions of people now living in extreme misery and poverty.

It is this need for practical, tangible results that caused the organizers of the Seminar to add the words: "For Community Action" to the original title of "Seminar on Rural Adult Education".



and one of its most disquieting features is the high infant mortality, nearly one fourth of the babies born dying during no different from those of many other parts of Asia. If the children of Asia are to have a fighting chance much more help are already in action there. These photos illustrate what is being done in India, where social workers, like the one above, explain simple dietetics to them. But for each village that benefits from such aid, there are scores which lack assistance.



and yet sanitation medical care and personal hygiene are practically unknown in many Asian communities. Living exactly human beings fight a losing battle against famine and epidemics. Adult Education which aims to show the way to healthy the miserable way of life to which the Indian peasant woman (above, left) is at present condemned. Men and women (above, centre) and made to realize infection can be prevented, not with magic charms, but (above, right) with boiling water.



# EDUCATORS MUST HELP TO ESTABLISH "TECHNIQUES OF PEACE"

**B**ringing adolescent life into touch with international society so that adolescents in their turn might become part of world society was one of the vital tasks of modern education cited by M. Jaime Torres Bodet, Director-General of UNESCO, speaking at the annual seminar of French Directors of Secondary Education, held at Sevres, near Paris, last month.

"It lies with teachers to initiate their pupils—not dogmatically but by practical and active means—into the great problems of civic life, so as to bring home to them the dilemma of our time: — a world united or a world destroyed," he said.

"The adolescent must be made to live as a citizen of the world, the forerunner of a future society which, recognizing formally the fact of our interdependence, knows how to find a peaceful issue for international differences, to the greatest happiness of mankind.

"A technique of peace is in the making", said M. Torres Bodet. "What can be more stimulating than to see it born and grow up, and to help to establish it?"

"Peace is not a coward's ideal", he went on, "for it calls for more heroism than does war. It can attract the young and must inspire them to the great adventure of shaping the future. It might be said of peace what Alain said of ideas: "They are in danger of losing their validity the moment we grow satisfied with them."

## CIVICS MUST TRANSCEND NATIONAL BOUNDARIES

**R**ecalling the seminar on international understanding organized by UNESCO at Sevres in 1947, M. Torres Bodet said: "What better can I do than consider how we may associate your pupils with the efforts we are making to encourage that attitude of mind in all circles?"

"Of all the ages through which men pass, adolescence is perhaps the period in which intellectual and moral influences are strongest and most decisive. The schoolboy begins to enter into the social life of adults, at least through the exercise of his judgment, which is as a rule lacking in tolerance, and still deeply coloured by emotion and averse from all compromises."

"The adolescent—more than man is at any other age—is influenced by his environment. This environment... is not merely the family, the school, the town or the fatherland. Whether we like it or not, the adolescent of today is thrown into the maelstrom of international life".

"The new conditions of life call for new treatment—new teaching. It is clear that the international world in which young people now find themselves, demands a new type of civic education on a world scale.

"Civics to-day," said M. Torres Bodet, "must transcend national boundaries, show the pupil that his very life depends upon the lives of other peoples, that his responsibility extends beyond the frontiers of his own country and that he is a member no longer of one country only, but of a world community."

## A FEW HINTS FROM UNESCO

**I**n France, under the far-sighted guidance of its Director-General, secondary education was beginning to benefit by the introduction of the active method, which must be carefully adapted to different requirements. In regard to international civics, however, it might seem difficult to apply the active method.

"Here," said M. Torres Bodet, "UNESCO is in a position to offer you a few practical suggestions. Let us use in the classrooms some of the actual documents published by international bodies, the UNESCO "Courier", our pamphlets, our publications. Each pupil might be called upon to write a short critical essay on some international question or enquiry.

"As far as circumstances permit, visits could be paid to the headquarters of a particular organization, to an International Conference or to an exhibition, such as the one we have organized at the Musée Galliera on the history of Human Rights. Pupils might be taken to concerts or exhibitions of dancing or to folklore festivals.

"I might add," said M. Torres Bodet, "that UNESCO has published for your use a series of pamphlets entitled "Towards World Understanding". I shall be glad to make any suggestions or experiments of yours known outside France," he added.



## THE STORY OF VOLUNTEERS IN THE FRONT LINE OF EDUCATIONAL RECONSTRUCTION

**E**ARLY this year, the General Conference of TICER representatives appointed a fact-finding committee to establish whether or not the Council had fulfilled its purpose.

This three-member committee met shortly before the opening of Unesco's Fourth General Conference, in September, and with the aid of records, correspondence and other documents, it reviewed TICER's activities during the last two and a half years.

At the end of its enquiry, the committee decided that the Council had fully justified its existence and its finding was endorsed by the Unesco General Conference, when it later approved the Reconstruction Department's proposal for "collaboration with non-governmental agencies".

What is the purpose of keeping alive a temporary council for educational reconstruction when, as a body, it does not have the means to reconstruct? TICER itself has not even sent a gross of pencils to a wrecked school-building in a war devastated country, since it was set up.

On the other hand, the member organizations of TICER together spend a hundred times more on educational reconstruction than Unesco. To quote only one example, the World Student Relief has between October 1947 and September 1948 spent over \$100,000 on relief work.

What would happen, if TICER did not exist? In the first place, Unesco's Reconstruction Department is not a relief organization. It may receive donations and has an emergency fund of \$175,000, but spread over a number of countries this amounts to token rather than substantial help.

Thus, to carry out its tasks of stimulating and co-ordinating relief, Unesco would in the absence of TICER itself, have to call on other agencies engaged in educational reconstruction, supply them with information on urgent needs and publicize the reports on assistance given.

It would not consult each organization individually, but would call on groups to

discuss specific situations or categories of needs. Some groups would be concerned with work camps, others with library needs in war damaged countries, some would be consulted on the role of young people in educational reconstruction and so on.

### Advantages of contacts through Ticer

**A**LL this is exactly what has been happening since 1947, thanks to TICER, with the exception that being a semi-permanent organization, TICER has certain advantages over the alternative system of looser and more occasional contacts. Its existence has resulted in the gradual growth of a close relationship between its members and Unesco, through the widespread, friendly and permanent contacts it has maintained.

Unesco's educational relief programme in the Middle East, for example, would never have been so quickly implemented if some relationship between Unesco and the agencies in the field had not already existed.

But, both TICER and Unesco are continually striving to improve the efficiency of these contacts and the scope of the work being carried out.

TICER's standing committee met recently to discuss the best ways of using the experience and machinery of non-governmental organizations in implementing Unesco's programme. One of the most important points raised at the meeting was whether Unesco should call in as many organizations as possible or limit its consultations to organizations doing a specific job connected with its programme.

The Committee finally recommended that the best results would be achieved if Unesco continued to convene working parties of TICER member organizations to deal with specific reconstruction subjects such as aid to handicapped children, exchange programmes and fellowships and international work camps.

**T**ICER is a co-ordinating council of international non-governmental organizations actively contributing to the rehabilitation of education and culture in war devastated areas.

Its membership is limited to those international organizations most actively engaged in this field, but, as each member is actually a federation of national branches, the participants of TICER represent over 700 national organizations in more than 60 countries.

While preserving their full autonomy and independence, the members of TICER have formally associated themselves with Unesco and hold their meetings in Unesco House.

The article below describes how TICER has been working with Unesco during the past two and a half years and demonstrates how its radius of action is now being extended to problems other than those directly connected with war devastation.



Typical of the work done by TICER'S member organizations is that of the World Student Relief which, during the twelve months ending September 1948, spent over \$ 100,000 on relief work. This photo shows packages being distributed by its representatives in Greece to tubercular students at Sotiria sanatorium, near Athens.

The discussions which take place at these working parties help organizations to plan more efficient working methods for a wide range of activities.

Recently, at a working party on exchange programmes and fellowships, Mr P. Bearton Akeley, of the Friends World Committee, raised the question of whether short visits abroad help in producing better understanding between peoples. He cited the case of a group of German students which he brought to Paris after the war.

### Psychological hazards of tourists

**T**HESE students had a wonderful time. Most of them saw Paris for the first time and they expressed great enthusiasm for French culture and love for French life. Once back in Germany, however, the same students developed and spread resentment. "Why are they (in France) so much better off than we?", they asked.

Mr Akeley, therefore, felt that their visit had been damaging to France and on neither side was there more understanding.

There were three factors, he felt, which might help to create the kind of contacts useful for comprehension and international understanding. Young travellers should be trained psychologically to look for comparable rather than identical aspects in cultures different from their own. Arrangements should be made for them to meet people of more than one nationality simultaneously, thus lessening the chance of prejudice being developed.

Young travellers should also be left dependent on the courtesy of their hosts, with the feeling that they need to be understood rather than with the notion that they have come there to judge.

Mr Akeley also suggested the preparation of a pamphlet on the psychological hazards of the tourist.

Working together, TICER and Unesco have directed more than \$100,000,000 in money and gifts for the rehabilitation of cultural life in war devastated countries. In continuing and expanding this work for other needs, in particular to those of under-developed countries, Unesco needs the energetic co-operation of international voluntary relief organizations and through them, of the millions of men and women of goodwill.

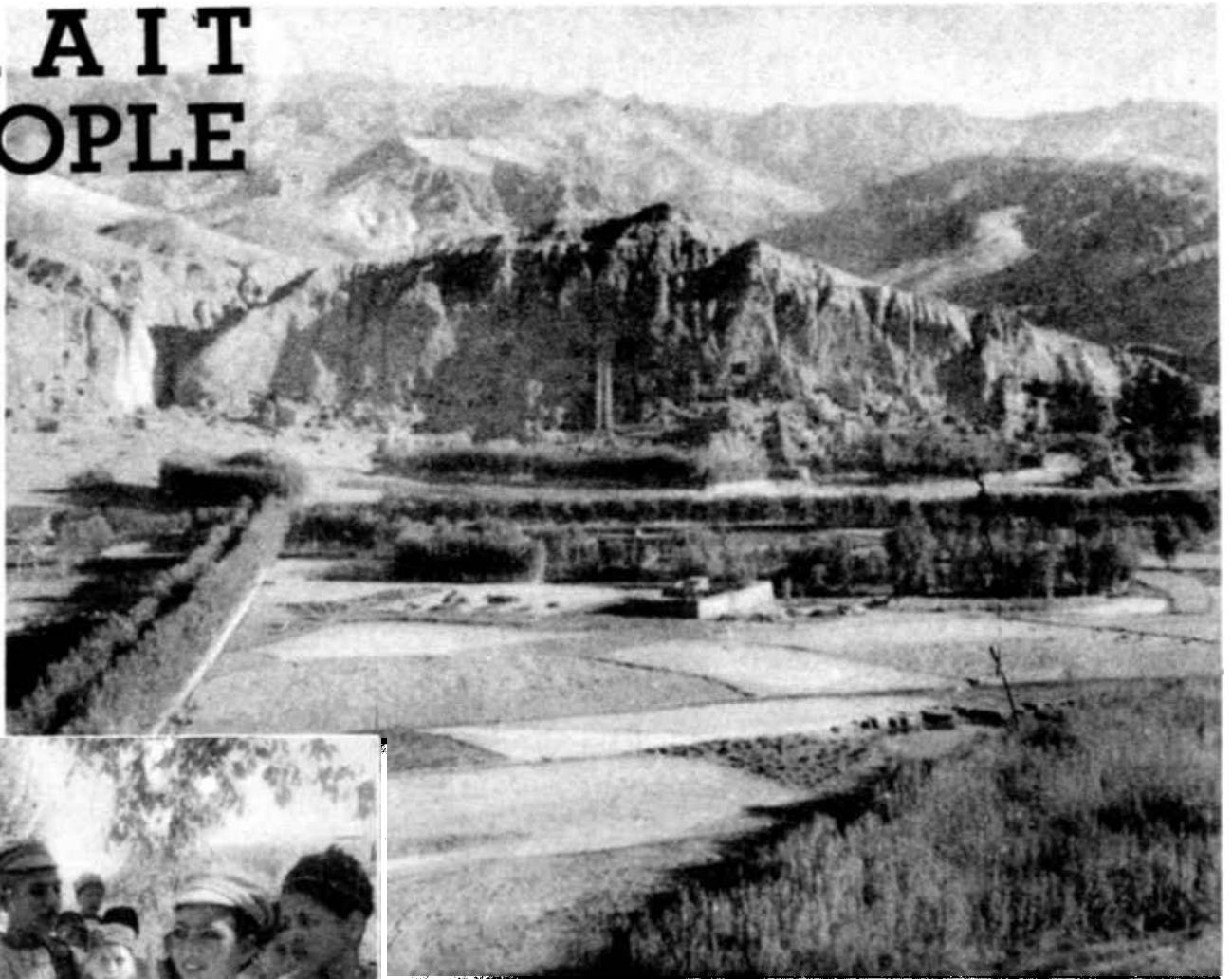


# PORTRAIT OF A PEOPLE

**A**t the request of the Government of Afghanistan, a UNESCO Mission recently completed a survey of the educational system of that country, with a view to advising the Government on possible lines of development. The Mission was headed by Dr. Jean Debiesse, Inspecteur d'Académie, French Ministry of Education, who was concerned mainly with the problems of Secondary Education.

With Dr. Debiesse were Dr. Harold Benjamin, Dean of the College of Education, University of Maryland, U.S.A., whose field was Primary Education, Dr. William Abbott, H. M. Staff Inspector, Ministry of Education, England, who covered the problem of technical education and M<sup>lle</sup> Jacqueline Aillet, of the UNESCO staff, who accompanied the Mission as Secretary.

In the following article, the members of the Mission have set down some impressions of their two months stay and



At Bamian, in Central Afghanistan, described by a member of Unesco's Mission as "an earthly paradise", the green, fertile valley is surrounded by pink and rose-red mountains. In the sandstone cliffs are carved huge Buddhas, and innumerable shrines and monastic cells. The Buddha in the centre of this photo is 180 feet high and the "Little Buddha" on the right is 60 feet shorter. Bamian, once the centre of a great Greco-Buddhist civilization was conquered first by Islam and then by Genghis Khan, who depopulated the area.



A school scene at Istalif, a village in the mountainous country north of Kabul. Pupils in Afghanistan's elementary schools start learning the country's two main languages, Pushtu and Persian, in the primary grades. In this class, where the boys have close cropped heads and wear their caps during lessons, one of them is reading aloud from a Persian manual.

have described the general educational situation in Afghanistan, for the improvement of which they will formulate recommendations in their report.



**W**HILE it is true that Afghanistan is still at a primitive stage in its development, its reputation of being a dangerous and savage country found no confirmation in the experiences of the Mission, each of whose members returned with the impression that it would be quite safe for him to travel freely and alone anywhere within its borders.

The Mission had its headquarters in Kabul, the capital, but completed an extensive tour of the country so as to obtain not only first-hand knowledge of the existing schools, but also of the general physical and social conditions found throughout the country to-day.

This tour took the members to such towns as Faizabad, Konduz, Mazar-i-Cherif, Maimanah, Herat, Ferah, Kandahar, Ghazni, Gardaiz and Djelelabad, and enabled them to assemble a great deal of on-the-spot information and considerable background knowledge, all of which will make its report strongly factual and in no sense an "armchair" one.

During its tour, the Mission was accompanied by Dr. Achmed, Afghanistan's Director of Primary Education; Mr. Aslam, Director of School Equipment; Mr. Rahim, who is responsible for Unesco affairs in Afghanistan; Mr. Aziz Mohammed, Inspector of Schools; and Dr. Bashir who looked after the health of the party.

## Fantastic colours, devilish shapes

**S**ERVANTS and mechanics travelled in an accompanying truck, carrying baggage, petrol, oil and spare parts, the latter being needed all too often.

Afghanistan has no railways. The poor surfaces, loose stones and ever-present dust of its roads are not conducive to the longevity of automo-

biles. At times the party was marooned with empty radiators, bogged down in deep sand or awash in river fords which were deeper than expected. No major trouble overtook the Mission, but the number of minor breakdowns was exasperating.

The scenery of Afghanistan is often grand and in places awe-inspiring. The gigantic ranges of the Hindu Kush are naked and snow crested. The melting snows create a number of large rivers,

the flow of which is greater in summer than in winter.

Some of the mountain scenery is fantastic, both in colour and in contour; pink, rose red, brown and black are combined with devilish shapes that appear to have cooled to their present forms only yesterday.

The plains of Afghanistan are fertile and produce good crops whenever water is made available by irrigation. No rain falls during the long summer and autumn months, and cloudless blue skies greeted the Mission day after day. High midday temperatures — up to 119 degrees F. — were found bearable because of the dryness of the air.

In the north and west the major industry, apart from agriculture, is the raising of sheep for the karakul lamb skins. These are dried on the hot desert sands, and the orderly rows of skins with their white undersides up-permost give the impression from a distance of large military cemeteries.

In the south, is Kandahar, a city surrounded with most extensive orchards, comparable to Damascus. Its fruits are famous and find a ready market in Pakistan. A new road has been built by American engineers from Kandahar to Chaman in Pakistan, and along it pass trucks with their valuable loads of grapes, peaches, apples and melons.

From the information it obtained in

Kabul and during its 2500 miles tour of the country, the Mission was able to establish a comprehensive picture of existing educational resources.

## No women university students

**O**UT of Afghanistan's population, which has been variously estimated at something between 8 million and 15 million—the actual figure is probably around twelve million people—there are about one and a half million children of elementary school age.

To-day, about 86,000 children, mostly boys, are being taught in 289 elementary schools. There are also 40 secondary schools, but a large proportion of the pupils are actually in the elementary stages of combined elementary-secondary schools.

In Afghanistan, there are no mixed classes, and the total number of girls

and coal mines, were visited. Any great extension of industrialization, which would seem to be urgently necessary, would involve the provision of much more electricity—for which water power is available in abundance—and a major development of technical education—a matter on which the Mission will advise.

It intends to report on the type and extent of technical education required for existing industries and also what will be required if the country's resources are to be developed. A questionnaire has therefore been sent to the Afghanistan government, asking for information on development plans over the next 10 to 20 years, so that the mission can indicate what will be needed in the way of technical colleges and what their curriculums should be.

The total industrial labour force of Afghanistan is today estimated at less than 10,000, so that present technical training needs are not considerable. There is already a college for training craftsmen, and Afghans who have been trained abroad, together with a number of foreign specialists are also available to give technical instruction. Between these two means of training there is a void which somehow must be filled.

## Lazy elements "Go under"

**T**HE people of Afghanistan are devout Muslims, leading simple and laborious lives. They have a proud bearing and are obviously independent in spirit. Many of them are fine physical specimens. They displayed an exemplary courtesy to the members of the Mission and were always ready to give help and advice.

They were naturally most curious concerning the, to them, strange looking foreigners; but, then the foreigners were equally curious about the Afghans.

Each member of the Mission has conceived an admiration for these people, and believes them to be well worthy of the assistance which more developed countries can give them.

When people live for centuries under hard conditions, in a harsh climate amid rugged mountains, most of the shiftless or lazy elements are eliminated. You then get a people with great drive and energy. With the help of education, they will go farther than other people who have lived in "softer" countries and climates.

The Mission's report should be completed early this month and will be transmitted by Unesco to the Government of Afghanistan, who, it is hoped, will eventually authorize its publication in whole or in part.

AFGHANS — A PROUD AND INDEPENDENT RACE — WON ADMIRATION OF UNESCO MISSION.

attending schools is around 3,000. At Kabul University, which has faculties of Medicine, Science and Arts, there is not a single woman among the 300 students.

English is becoming the most widely spoken foreign language used in the country, and, apart from two secondary schools in Kabul which give instruction in French and German, all others teach English, along with Afghanistan's two main languages, Pushtu and Persian.

In conformity with the government's aim to make all Afghans bi-lingual, children start learning Pushtu and Persian in the first elementary school grade.

There are also Moslem schools where the Koran and Islamic customs and history are taught, together with arithmetic and reading and writing in Arabic. This is useful for the study of Persian and Pushtu which are both written in Arabic characters.

While investigating Afghanistan's general educational needs, the Mission also examined those of technical education.

## Urgent need for industrial development

**T**HE country has still only small scale industries and all those of importance, including textile factories, sugar beet plant, power stations

# UNESCO RADIO CARAVAN

## TO RECORD POST-WAR CHILDREN'S STORY

Leading radio producers from three or four countries are to collaborate with Unesco in a European radio tour next year. Working as a team, they will visit several countries to carry out an international experiment in radio programme production.

Using Unesco's mobile recording equipment, the "radio caravan", as it was named by M. Théo Fleischman, Director-General of the Belgian Radio, will begin its tour either next Spring or at the beginning of Autumn, to obtain material for a series of radio programmes on a theme which is of special interest to Unesco.

The subject chosen for the first tour in 1950 is "Children in the Post-War World", the idea being to present to the world a factual picture through the radio of how children are being cared for and educated to-day in several European countries.

One of the obvious advantages of such a co-operative effort in programme production is that the international team will be made up of producers having a wide knowledge and experience of different types of radio audiences and techniques. Each one will contribute his own ideas and working methods to the task of assembling sound documentary material on a subject which offers wide scope and which should have an appeal in almost all countries of the world.

### Putting children's villages "on the air"

Camps and villages for the education and rehabilitation of children of many nationalities already exist in France, Italy, Switzerland, Czechoslovakia and Austria, and it is considered that excellent and moving material exists there from which programmes could be built to explain and illustrate this important problem.

The suggestion that Unesco's mobile equipment should be used on a "combined operation" of this type was first made by a group of radio experts who met at Unesco House, earlier this year, and the plan was endorsed by Unesco's Radio Programme Commission, when it met recently.

This Commission, which holds a yearly meeting to examine the work done by Unesco's Radio Section and to make suggestions for its development, recommended that at least three producers should be invited to join in the tour.

Already, broadcasting organizations in Great Britain, France, Switzerland, Italy and Mexico have offered to send producers to collaborate in obtaining programme material. The final selection will be made by Unesco.

The Radio Commission also proposed that the tour should last at least three weeks to allow several European countries to be covered, and asked that similar experiments should be made in the future on other continents.

### Finding the best material

For the European tour, Unesco intends to send out a "reconnaissance party" several weeks before the tour begins, to visit camps and other centres where children are living, to discover where the best and most appropriate material is to be found.

This means that when the producers, together with a Unesco guide and an engineer to operate the recording equipment, set out from Paris, they will have a detailed itinerary to follow.

Unesco may also call on radio organizations in the countries visited to assist the project by loaning

additional mobile recording equipment and staff when necessary. Broadcasting organizations in Switzerland, Italy and Austria have already offered to provide such facilities should their countries be chosen for the visit.

At the end of the tour, each producer will take back to his own country the sound documentation he has collected, and the work of programme building will begin. A record of completed programmes prepared by each producer for broadcasting by his own organization will later be sent to Unesco, so that copies can be made for distribution to other parts of the world.

In this way, millions of radio listeners will be given a vivid and interesting impression of the ways in which European children are being helped to adapt themselves to the changed living conditions which the war has brought about.

## THE PUBLIC LIBRARY

a living force for popular education



A Unesco poster describing the possibilities of public libraries as an agency for popular education will soon be displayed in 25,000 libraries and other public buildings in all parts of the world. The poster is entitled "The Public Library, a Living Force for Popular Education", and its text, in the form of a leaflet, will be made available to the public through adult education groups and libraries.

Both leaflet and poster have been printed in English, French, Spanish, Italian and Polish. An Arabic edition is planned for later in the year. In general, the publication will be distributed to libraries and educational organizations in each country through Unesco National Commissions with the co-operation of library associations.

It is true that some libraries do extremely effective popular education work and are indispensable to their communities; they provide an adequate service of information and book needs for people near them; co-operate closely with local adult education groups, clubs, labour unions, schools and universities; and organize their own discussions, film shows and other meetings.

But for every town with a good library service, there are dozens with no public libraries at all, and hundreds of other towns, cities and rural areas have incompletely developed libraries. The creation and expansion of libraries in these places depends greatly on public interest and support, but frequently the average person has little or no idea how helpful to him relatively complete public library services can be.

The leaflet and poster, by giving a clear picture of first-rate public library service, will be valuable aids to librarians in their efforts to stimulate demand and get support in their communities for the standard of service endorsed by Unesco.

While public interest is essential for public library development,



My FOREIGN CORRESPONDENT

## A MAGIC CARPET FOR CHILDREN

This year in some 2,500 schools of the English-speaking world, children are doing the next best thing to going abroad themselves—they are reading and hearing colourful letters about foreign lands from travellers who know them well.

Every fortnight, the letters arrive, full of lively details about the Scandinavian countries, the British Isles, the West Indies, the U.S.A. Each letter is about 1,500 words in length and is amply illustrated with coloured drawings of the people, places and things described in the typewritten text.

These serial letters, issued under the general title « My Foreign Correspondent », are the result of an ingenious scheme to help teachers not only to arouse the interest of children in other lands and peoples, but also to create an attitude of friendliness and understanding toward them. The letters are written and illustrated by artist-writers who actually travel in the countries they describe and every

detail is checked by experts to ensure accuracy.

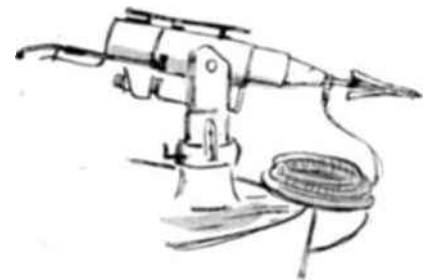
### THE "BABY" WEIGHS TWO TONS

Easy language and a "personal touch" keep the innumerable particulars from becoming a dry recital of facts. For example, in the letter from Sandefjord, Norway, about whaling: "I was surprised to hear that they go so far, but there are so few large whales left in the northern waters that the whalers have to go south for them."

"Now, most of the whaling fleets of the different nations have agreed to protect the stock of whales by limiting the size of each season's catch... When I asked him how big whales are, he told me that a baby blue whale (the largest kind) weighs 2 tons and is 22 feet long when it is born. By the time it is full grown it is 100 feet long and weighs about 150 tons! Blue whales feed on shrimps called 'Krill', which are so numerous that they colour the water pink. The main food of sperm whales is octopi, which fight fiercely, and the whales are often scarred all over from their stings... If you would like to know more about whaling in the olden days you should read, 'Moby Dick'".

In this informal manner the letters range over a Moslem wedding in Trinidad, the architecture of huts in Lapland, the system of street-numbering in New York City, the mysterious monoliths of Stonehenge and scores of other subjects. The "why" and "how" of customs, attitudes and standards of people in far places are skilfully worked into the material to make each letter a complete and realistic exercise in education for international understanding.

Information concerning the letter series can be obtained from Meiklejohn & Sons Ltd., 15 Bedford Street, London, W.C.2, England.



## UNESCO THINKERS :

An idea from Pawtucket, Rhode Island

A tiny Unesco "outpost" was created by pupils of East Senior High School, Pawtucket, Rhode Island, U.S.A., on September 27 this year. On that day more than 50 of them got together a Unesco group, under the direction of Dr. B.W. Leoni, a member of the faculty.

"Unesco Thinkers" was the original title given to the newly-formed group, and in what might be called the "Pawtucket Unesco Charter", these students set out the basic aims of their association.

Its members are expected: to learn the United Nations Universal Declaration of Human Rights; to "live" Unesco thoughts, by practice, for individual improvement; to be one in spirit with Unesco, and to wage war against ignorance and grow in knowledge and goodness.

## UNESCO SEMINARS are guiding

# WORLD COMMUNITY EDUCATORS

It is nearly two and a half years since Unesco brought together teachers, students and educators from over 30 countries to take part, at Sèvres, near Paris, in an experimental form of international conference to which it gave the name "Seminar".

This first Seminar or Study Conference on "Education for International Understanding" enabled these educators, meeting in small informal study groups, to exchange information, discuss ideas and methods and to suggest solutions for specific aspects of the general question before them.

At that time, there were many who doubted whether bringing people together from all parts of the world would help in finding solutions. Most of the teachers were strangers to each other, their home educational problems differed widely, and frequently, because of language difficulties, it was hard for them to make their point of view understood.

But the Seminar was a success. People who came as strangers went away as friends. They went home appreciating more fully other peoples' viewpoints and problems.

Since then, Unesco has been developing International Seminars on an increasing scale, and they have now become one of its most important educational activities.

## Arthur RAMOS 1903-1949

DR. ARTHUR RAMOS, who for the past three months had been Head of Unesco's Department of Social Sciences, died suddenly on 31 October. His passing, after an illness of only a few hours, was a severe loss to Science, to Unesco, and to his native Brazil.

It was principally as an anthropologist that Professor Ramos made his mark in science. His researches in anthropology and ethnology resulted in very important discoveries. It was largely due to his work that anthropological study in Brazil is now on a sound scientific basis. Founder and first President of the Brazilian Anthropological and Ethnological Society, he was the author of several works. These included: *O negro brasileiro (The Brazilian Negro)*, translated into English, 1934 and 1940; *O Folklore negro do Brasil (Negro Folklore in Brazil)*, 1935; *As culturas negres no novo mundo (Negro civilizations of the New World)*, 1937, a work which was to be translated into Spanish and German; *Introdução a antropologia brasileira (An introduction to Brazilian anthropology)*, two volumes 1943-1947; *Les Poblaciones del Brasil*, 1945.

Professor Ramos was also a psychiatrist, who had both practised and taught. In 1934 he established and directed the mental health branch of the Brazilian Ministry of Education. He was a member of the Society of Forensic Medicine, Criminology and Psychiatry of Bahia and of the Brazilian Society of Neurology and Psychiatry. He wrote several works on psychiatry and psycho-analysis: *Primitivo e Loucura (Primitive man and madness)*, 1926; *Estudos de psicanálise (Studies in psycho-analysis)*, 1930; *Freud, Adler, Jung*, 1934; *Psiquiatria e psicanálise (Psychiatry and psycho-analysis)*, 1934; *Educação e psicanálise (Education and psycho-analysis)*, 1934; *Loucura e crime (Madness and Crime)*, 1937.

As a social psychologist he was the first holder of the Chair of Social Psychology at the University of Rio de Janeiro in 1935. The following year he wrote his *Introdução a Psicologia Social (Introduction to Social Psychology)*, the only general work dealing with that science in a Romance language. He was also interested in child psychology, as shown in his last book: *A criança problema (The problem of the child)*, 1948.

Members of Unesco's Social Sciences Department mourn the loss of one who gained the friendship of all his colleagues, and sympathize deeply with his widow, Madame Luiza de Aranje Ramos, who was also his devoted assistant.



Participants in Unesco Seminars are active in carrying out "follow up" work when they return to their own countries. Miss Winifred Chalmers, who attended the UN-Unesco Seminar on "Teaching about the United Nations and its Specialized Agencies", in 1948, is now co-ordinating Unesco-UN studies in the schools of Los Angeles. One of the ways in which the Unesco message is spread in Los Angeles is through school newspapers. This photo shows pupils of Starr King School preparing their paper which has had a Unesco news column since 1946.

Even from the initial results of the Sèvres Seminar, Unesco saw that something worthwhile was being achieved, and in July and August 1948, it organized three other seminars under the general title of "Education for a World Society".

At the Ashridge College of Citizenship, in England, 47 educators and teachers studied "The Education and Training of Teachers", while at Adelphi College, in the United States, representatives from 27 countries worked together on the problems of "Teaching About the United Nations and its Specialized Agencies".

Back in Europe, at the ancient castle of Podebrady, in Czechoslovakia, 32 people from 17 countries were discussing problems of educating children from three to thirteen years of age.

What has been achieved as a result of these Seminars? Broadly speaking, Seminars have fully proved their worth as an effective method of exchanging educational ideas on a world scale.

But, the real value of a Seminar cannot be judged solely on reports and documents produced by the people attending it. Its final test is the influence which it has on the participants, living and working in an international community, and through them, on education in their own countries.

### Spreading the U. N.-Unesco Message

It is therefore only to-day that the concrete results of the work done at the Seminars are becoming known. Reports are now coming in from teachers and educators who attended them, describing the practical use they have made of the experience and information they obtained, and showing the impetus that has been given to the spreading of the U.N.-Unesco idea.

Nearly all Seminar members have given talks or lectures about their experiences, or about the UN and Unesco. One American school superintendent has given over 200 talks and many other people have delivered between 20 and 50. Practically everyone has written newspaper or magazine articles, and a number have given talks on the radio.

New teaching methods and materials have been put to good

use. The group work method has been employed with satisfactory results almost everywhere, while from Scandinavia to America, films and film strips have been widely used.

The influence of the Seminars has also been responsible for some changes in teaching methods, and in the education and training of teachers in those countries which sent representatives.

From Switzerland, the head of a teacher's training college reports changes in the institution's training programme, while a French participant announces the organization of clubs to study Unesco and also the setting up of an exhibition room in the "Musée Pédagogique". One of the most important steps has been taken in Los Angeles, where the authorities have introduced the study of U.N.-Unesco into the public school curriculum, and have appointed co-ordinators to direct these studies.

### Seminar "Old Boys" Club

INDIVIDUAL contacts established at the Seminars are being maintained and are helping to ensure the continuity of the work begun at Sèvres, Podebrady or Ashridge, through the free exchange of ideas and information. A Swedish member is keeping in touch with others in India and South Africa, a Scottish professor with educators in the U.S.A., Canada, Australia and Norway, and a Czech educator correspondent with his opposite

numbers in England and the United States.

Inspired by their experiences at a Unesco Seminar, Norwegian, Austrian, Swiss and New Zealand participants are planning seminars of their own, and the Australian Office of Education has already organized one on "Teaching about the United Nations and its objectives". One Norwegian has even organized a club of former members of Unesco Seminars. Without exception, the replies received by Unesco testify to the worth of Seminars and stress the advisability of continuing and expanding the programme.

Unesco, in the meantime, has been making use of the reports, speeches and other material from the Seminars to produce a series of booklets for teachers, published under the general heading "Towards World Understanding".

Written in a simple, straightforward style, these booklets are valuable and easy-to-read handbooks for teachers to add to their professional libraries.

One booklet, "The Education and Training of Teachers" was based on three group reports from the Ashridge Seminar and deals, among other subjects, with the problem of showing teachers how in their work they can help to better international understanding.

A group report from the Adelphi College Seminar forms the main part of "The United Nations and World Citizenship: Some Background Information for Teachers", and, in a third booklet, "In the Classroom with Children Under Thirteen", a group working at the Podebrady Seminar, has tried to answer some of the questions faced by their colleagues in all parts of the world.

Four papers also produced at Podebrady are reproduced in "The Influence of Home and Community on Children Under Thirteen", including an address given by the late Dr Ruth Benedict, Professor of Anthropology at Teachers' College, Columbia University. This was one of the last speeches made by Dr. Benedict before her death, in September 1948. (The partial text of this speech was published in the Courier, Vol 1, No 9, October 1948.)

These, then, are some of the practical results already achieved through Unesco's Seminars on education for international understanding, held in 1947 and 1948.

During 1949, Unesco's international Seminars have been put at the service of fundamental education. The first, on Illiteracy in the Americas, was held in Brazil from July 27 to September 3, and the second, on Rural Adult Education in Asia, is now taking place in Mysore.

## THE PLACE OF ARTS IN EDUCATION

UNESCO has been asked, as an experiment, to organize an international arts festival in Great Britain in 1951. The suggestion was made by a group of experts who met at UNESCO House, last month, to discuss the important role of arts in general education, the place they occupy in the various school systems and the means whereby UNESCO can prepare a plan of study and action in this field.

The educators, museum directors, painters and musicians who made up the committee, studied the question of exchange and diffusion of information, the creation of fellowships, the main problems connected with the teaching of arts and the development of an artistic sense in both children and adults.

Among the activities which the experts considered UNESCO should undertake was the organization of an international festival to present methods of teaching and popularizing the arts in different countries as well as to show the results achieved by these methods.

This international "rally" would bring together national and local organizations from many lands and would enable them to demonstrate their artistic achievements. These could include theatrical and film shows, concerts, displays of folklore, national dances and exhibitions of drawings by children and adults.



An international conference — the first of its kind since the war — met recently at Unesco House to resume and expand the work done by the League of Nations before 1939 for the conservation and restoration of monuments of art and history. The Conference decided to set up an international council of 14 experts and approved the creation of an international fund to help this work.

Experts from 11 countries who were present studied the question which occupied the Member States at Unesco's General Conferences in Beirut (1948) and Paris (1949): WHAT CAN UNESCO DO FOR THE PROTECTION, CONSERVATION AND RESTORATION OF ANTIQUITIES, MONUMENTS AND HISTORIC SITES? Speaking in this connection, M. Torres Bodet told the Conference that it was no longer simply a question of safeguarding culture, but also the feelings of peoples and their attachment to the glorious relics of their past.

In an interview with the «Courier», which we reproduce here in the form of «counterpoint» to extracts from recent documents assembled by Unesco on post-war restoration, Professor Roberto Pane, the Italian expert-consultant who arranged the recent Conference, stresses the educational aspect of the international problem of protecting the cultural wealth of mankind.

“The truth is”, said Professor Pane, “that the problem is, above all, one of popular education. There can be no protection of historic monuments without the assistance of the people.”

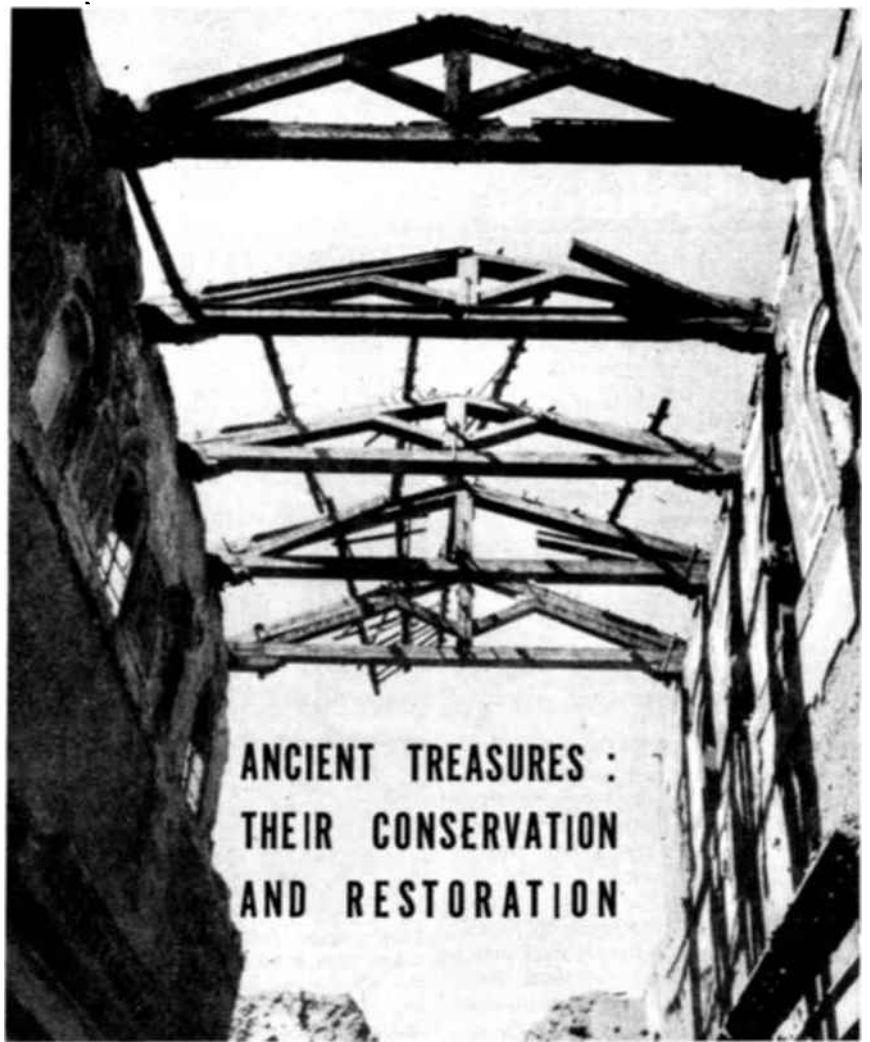
“In some areas, especially in the Near East, the good intentions of governments meet a general apathy which raises extremely difficult problems.”

“If the Conference insisted upon the importance of scientific missions, it was because there is every reason to fear that within the next ten years many works of art of immense historic value in the Near East will have totally disappeared.”

“Every cultivated person will understand that this would be not merely a national and regional disaster, but also an international one.”

“The conservation of paintings is a most intricate problem». This was the comment of a Near East specialist in a report submitted to the Conference. «It is often impossible to conserve frescoes *in situ*. Through lack of suitable transport facilities, valuable frescoes, such as those at Arslan-Tash in the North of Syria, had to be sacrificed, despite the rarity of Assyrian paintings».

Dr. Julian Huxley, Unesco's first Director-General, in a memorandum addressed to the Organization's experts, reported that: «all the antiquities of Transjordan are in packing-cases owing to lack of funds to exhibit them... At Latakia, I watched the local administrator pulling down various Greco-Roman pillars. This seemed to me wanton destruction».



The Church of San Lorenzo Fuori le Mura is said to be the oldest existing basilica of the Eternal City, and tradition has it that the Emperor Constantine was responsible for its construction. It was severely damaged by bombing during the war, as is shown by this photo, but has now been completely restored by the Italian Government.

## “ TRUSTEE ” COUNTRIES MUST SAFEGUARD MANKIND'S ARTISTIC HERITAGE

“The urgency of the Near East problems”, continued Prof. Pane, “must not blind us to the fact that in the West, where conservation is quite well organized, there are also problems and not all of these are due to wartime destruction.”

“There are “rich” countries which do not spend enough on the protection of their monuments.”

“In the view of the specialists who met at the recent Conference, Unesco's work of education and publicity—the most useful activity for the Organization to undertake in the immediate future—should be addressed as much to governments as to the public.”

“In France, one of the countries where protection is best organized, the budget

allowed for this protection amounts to barely one-fiftieth of requirements (843 million francs, or 0.05 per cent of the total budget).”

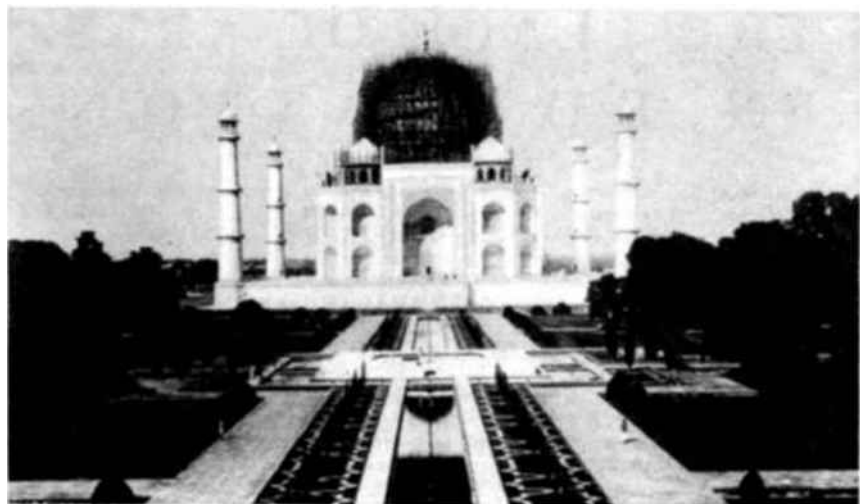
“The same difficulties exist in several other countries, aggravated in some cases by war-time devastation. Very many countries today find it materially impossible to ensure out of their own resources, the safeguarding and restoration of artistic and historical treasures of which they are the trustees.”

“The Conference was particularly struck by the restoration efforts of Poland, whose losses in the last war exceeded the total damage to its artistic treasures inflicted in the course of its 1,000 years of existence.”

“Warsaw, Danzig, Poznan and Wrocław”, said Professor Stanislas Lorentz, Director-General of Museums and Protection of Monuments, «are the most striking examples of this unparalleled devastation. At first all our efforts were spent on at least provisionally protecting damaged buildings, which it was important to prevent falling completely into ruins... In the second stage, 1948-1949, we continued this work of protection, but went on to the reconstruction proper of the most important monuments. During the third stage which will take from 1950 to 1955, it is intended, among other things, to rebuild the Royal Castle in Warsaw and the old historic parts of Warsaw and Danzig».

“India”, added Professor Pane, “also occupied the Conference's attention, because of the vigour with which that country has for several years protected its immense archaeological and architectural wealth. India's monuments

need protection more particularly against the effects of the climate, the rains and the spread of rank vegetation. This has raised special problems of conservation which were discussed by the Conference.”



The Taj Mahal, supreme achievement of Mohammedan art, was built (1629-1650) near Agra, India, by Shah Jahan, as the burial place for his favourite wife, Mumtaz-i-Mahal. Although it is considered by some to be the most beautiful building in the world, it is only twenty years ago that the Taj Mahal was threatened with destruction. In 1928, a proposal to demolish it was adopted by the government, but was fortunately not put into execution. The building, however, suffered through neglect, and in 1942, the Indian Government ordered large-scale restoration work to be carried out. This photo shows the scaffoldings placed round the dome of the Taj Mahal while restoration work on the masonry was taking place.

Presenting the Conference with the conclusions of his memorandum, Mr N. P. Chakravarti, Director-General of Archaeology in India, said: «Some of the problems of murals in India are highly complex. For example, at Tanjore there are two layers of wall paintings superimposed one over the other, and it is a problem to remove the upper layer intact, and, without damaging it, to expose for preservation *in situ* the under layer... Through the good offices of Unesco my enquiries about similar work in other countries were passed throughout the scientific world... I would therefore urge the establishment of a properly equipped research centre, under the auspices of Unesco, from which expert advice would be available to all the member countries.»

“To fulfil its role as a centre of information and documentation in this field, Unesco must above all co-operate with institutions concerned, and especially with tourist services. Its education of the public will merely become more thorough and effective.”

“The tourist industry is working for us and we are working for it.”

“It is not the climate which takes travellers to Rheims, Ghent, Pisa, Salisbury

to the Taj Mahal or the Royal Cemetery at Chang-Ping.”

“For many countries, travel is today the first and most complex of its export industries. In 1948 it earned for France more than 30 milliards of francs in foreign currency.”

“The economic importance of these resources, combined with the intrinsic cultural value of historic monuments, has created in some countries extremely important popular movements.”

“In Sweden, according to a Conference memorandum, «we owe to the popular movement Hambyderorelsen, made up of more than 800 local societies, the safe-guarding of an impressive number of monuments, documents and works of art. Buildings which have been saved by this public zeal now number 2,625».

“In every field of protection”, Professor Pane concluded, “Unesco has clearly an immense task before it, a task out of all proportion to the means with which it is at present supplied by its Member States.”

“In 1950 the Organization's budget will not allow it to send out a single one of those scientific missions, whose importance was stressed by experts at the Conference. In 1951 Unesco hopes to be able to organize one such mission with a budget of 12,000 dollars... It will thus perhaps be possible to save a few of the artistic treasures.”

“But, there must be more of these missions. The war has brought about their urgent need, and at the same time made them too costly for the resources of one country or one international institution.”

“Accordingly, the Conference approved Unesco's wish to see the establishment of an international fund, which could be used at the start for certain particularly important missions and for the restoration of monuments having an international cultural interest.”

“The Conference also recommended the establishment of a Council of 14 Experts, as a kind of international General Staff to direct Unesco's campaign for the conservation and restoration of historic sites and monuments.”

“It would be the duty of these experts to consult Unesco upon the choice of priorities, in such matters as the preparation of international agreements for protection against dangers arising from war, in the organization of international photographic archives of the world's treasures, and in the sending out of scientific mis-

sions. They will also have to direct Unesco's programme of publicity and popular education.”

“In this second post-war period this Council will take the place of the International Committee set up by the League of Nations. The League Committee had 30 national representatives and was, therefore, a far larger and more official body. The Council will have a more technical aspect, in keeping with the urgency of its task.”

